



National Search and Rescue School

U.S. COAST GUARD TRAINING CENTER

YORKTOWN, VIRGINIA 23690-5000

(757) 856-2273, fax (757) 856-2242

E-mail: sarschool@usa.net

INLAND SEARCH AND RESCUE PLANNING COURSE

(AFCAT 36-2223 course number E5AZG1C371-001)

The National Search & Rescue School was established in 1966 as a facility devoted exclusively to training professionals to conduct search and rescue (SAR). The school is currently located at USCG Training Center Yorktown, Virginia, and teaches a variety of maritime and inland SAR planning courses. Graduates number over 14,000 men and women, civilian and military, including over 1,400 from 103 foreign nations.

The 5-day Inland SAR Planning course is a comprehensive, graduate-level look at inland search theory and its application to planning land and air searches for missing persons and aircraft. The course is directed toward SAR leaders in federal, state, and local emergency services and law enforcement agencies, as well as Civil Air Patrol, international, and volunteer SAR agencies. The target audience includes on-scene incident commanders and their planners, operations leaders, and up-channel reporting chain. Aiming to "find the objective fast," the course centers on tools to help SAR decision makers determine where to search, how to divide an area and allocate limited search resources, and how to craft the overall search effort to gain the best increases in likelihood of success at each step.

Classes are held at various locations around the country approximately ten times per year. Classes begin promptly at 0730 on the convening date and graduate by 1530 on the fifth day. Students are encouraged to review the following from their agencies prior to class: search pre-plans, decision making guidelines for where/when/how to search, agreements and relationships with other SAR agencies, how their agency organizes on scene, and recent search missions. Basic arithmetic and calculator skills are required.

Topics covered include:

- SAR Management/Planning
 - *Preplanning for SAR*
 - *Legal Aspects of SAR*
 - *Dealing with External Influences*
 - *Incident Command System Overview*
 - The SAR System from a Federal Viewpoint
 - *Relationships between AFRCC and States*
 - *Overdue Aircraft, the FAA, NTAP*
 - *SARSAT*
 - SAR Resources / Capabilities
 - Air & Ground Search Strategies / Tactics
 - *Matching Resources and Tactics to Goals and Clue Expectations*
 - Search Area Development
 - *Developing Probability Regions and Probability of Containment (POC)*
 - *Canadian Search Area Definition from Missing Aircraft Studies*
 - *Lost Subject Behavior Studies*
 - *Developing Searchable Segments and Matching to Resources*
 - Search Effort Allocation
 - *Probability of Success (POS) for Optimum Allocation of Limited Resources and as a Measure of Search Effectiveness*
- Practical (Table-Top) Exercises (Air & Ground)

Requested Course Dates: _____ _____	NATIONAL SAR SCHOOL COURSE APPLICATION	
	Full Name	_____
Mail, fax, or e-mail application to: National SAR School (tsar) USCG Training Center Yorktown 757-856-2273, fax -2242	Organization	_____
	Position	_____
	Mailing Address	_____ _____ _____ _____
	Phone	_____
	Fax	_____
	E-mail address:	_____

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Sponsor Requirements (Inland SAR Planning Course)

While the Inland SAR Planning course is offered at no charge, it is a traveling course and the faculty needs a great deal of help from local sponsoring agencies, some of which may involve minor costs to the sponsor. To provide the best class possible, sponsors must fulfill the following responsibilities.

1. Find, reserve, and help set up classrooms and facilities as identified in the attached list.
2. Find, reserve, and help set up the audio-visual and electronics equipment identified in the attached list.
3. Provide lodging recommendations for students and instructors; work block reservations and group rates, if possible. If the class is being held in a hotel or at a training facility with attached lodging, reserve an appropriate number of rooms for the class (generally 25 students and 2 instructors, minus local students who want to commute to class).
4. Provide written arrival instructions that the school can send to students in a "Welcome" package. Instructions should include clear maps and written directions to the facility and classroom, any clearances required, check-in instructions, special instructions like parking restrictions, etc.
5. Provide a single person as a Point Of Contact. The POC must:
 - Provide telephone and fax numbers (office and home).
 - Be readily available to solve problems and make last-minute adjustments, especially during the 2 weeks immediately prior to the class and the days of instructor arrival and classroom set-up.
 - Establish a time to meet the instructors at the classroom for set-up (generally in the afternoon the day before class start). The POC MUST have a reliable telephone number in case the instructors' flights are delayed or the set-up time must otherwise be changed.
 - Provide a shipping address for the course materials (via US Postal Service).
 - Bring shipped materials, room keys, and all needed equipment to the classroom at the pre-designated set-up time and help the instructors set up the classroom and equipment.
6. Help fill class quotas. The class works best when students are well mixed from all types of SAR agencies: state, local, law enforcement, emergency services, CAP, military, etc. (see attached page "Selecting the Right Students"). Since the sponsor should be most familiar with the SAR requirements of the area, the sponsor should be the primary individual responsible for determining and soliciting the agencies and people who most need the course to improve SAR in their area. The sponsor and the National SAR School coordinate in making final attendance selections.
7. Provide modest supplies and access to a copy machine:
 - a 2-inch 3-ring binder for each student
 - easels/chart paper, white board markers, etc. appropriate for the classroom and exercise break-out rooms set-ups on the attached list

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Facility and Equipment Requirements (Inland SAR Planning Course)

Facilities are required 0700 - 1730 daily Mon - Fri and approximately 1400 - 1700 on the Sunday prior to class starting. Prefer single-use rooms so that students can leave items overnight without worrying about security.

Mon - Wed (Classroom days)

Room Size - Large enough for:

- 24 students to be comfortably seated with sufficient table space to use maps concurrently with reference and note-taking materials (3 students to a standard 8' folding table is tight but adequate),
- 2 instructors with a table full of materials and handouts,
- Presentation aids and audio/visual equipment listed below.

Room Configuration:

- Tables arranged in rows with a front-to-back aisle between adjacent tables works well.
- Sufficient space between student tables is needed for the instructors to move around the room during presentations and to monitor student and small-group work.
- Sufficient depth (from front to back) is needed so projected materials can be easily read by all without the projectors blocking student views or drowning out instructor voices.

Projection and presentation aid requirements:

- Digital projector (faculty brings laptop to connect to it), prefer SVGA capable (800x600 resolution) or better with high lumen capability so the graphics can be seen even while lights are on for note-taking.
- VHS video tape player and projection (can usually be plugged into the digital projector) with sound, or enough TV monitors for entire class to view easily. ****required Mon thru Wed only**
- Projection screen large enough to be easily read by all students.
- A combination of chart board easels (and paper), white boards, etc. (equiv. 2-3 chart boards minimum).
- Extension cords, power strips, connecting cables for the above equipment, with at least two remaining outlets for faculty computers

Thurs - Fri (table-top exercise days)

One briefing room large enough for the entire group (usually the original classroom) with chart/white boards

Break-out rooms for **each of 6 small groups (4-5 students each)**:

- Table space for map plotting and materials (minimum equiv. to 2 large desks back-to-back or 1-2 8' tables)
- Wall space or white/chalk/chart boards (equivalent to at least 2 chart board easels)
- Floor space for 4-5 students, 12' x 12' minimum, 3-4' on each side of tables for easy movement

Best: 6 small rooms, one for each group, plus the original classroom for full-class briefings

Good: 3 rooms, 2 groups each, large enough that groups cannot overhear/oversee each other

Marginal: Fewer very large rooms with ability to physically separate groups. Noise levels become a problem.

Room notes:

NOTE 1: Experience shows that groups need at least 12'x12' each, depending on the size of the tables provided, and about 12' laterally between any groups in the same room. Since all groups are working with the same scenario, but each proceeds differently, it is vital that the groups be separated well enough to not be distracted by each other. Chart board easels and moveable white/chalk boards can help separate groups.

NOTE 2: If the main briefing room is used for some of the small groups, we then need an additional small room on Thursday for 8-10 people: chairs-only is sufficient.

NOTE 3: All rooms must be close together so the instructors can move quickly between them to monitor and control the exercise and the students can move quickly between their small groups and the main briefing room.

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Selecting the "Right" Students (Inland SAR Planning Course)

The Inland SAR Planning course is aimed at the on-scene decision makers: the incident commander, planners, operations chief, and other people on and off scene that need to understand how the search decisions are made in order to build confidence and support the incident commander. Since such great responsibilities rest on the shoulders of these SAR leaders, it is important that the states sponsoring local classes select the right students to get the best impact and improvement in their SAR operations. Thus, the state sponsor must help select approximately two-thirds of the students.

The ideal class size is 24 students.

- 16-18 (plus alternates) from the sponsoring state, diversely from:
 - State and county emergency services
 - State police, county sheriff (often are the state responsible agent for missing persons)
 - Other SAR "first responders" - if they have key SAR plan decision making roles
 - State and national parks (NPS generally applies directly to the school)
 - Volunteer SAR team leaders with key SAR plan decision making roles
 - Neighboring states
- 2 for DoD and international students - returned to the state if not used.
- 6 CAP -- must apply through their wing to CAP National HQ only -- the incident/mission commanders for 85% of the searching on missions under national-level responsibility.

Some factors to consider in selecting students:

- Select experienced SAR leaders, not people new to SAR: the course is intense "graduate-level" instruction and not a gentle introduction or orientation.
- Select people responsible for the on-scene decisions: the course focuses on tools to aid on-scene decision making -- where to search, how to allocate limited resources, etc.
- Select people with diverse backgrounds and experiences: much is gained from information cross flow and networking between students.
- The course addresses search planning; it does not address the concerns of the average SAR team member or FEMA response team (the technical aspects of rescue/recovery, disaster response/recovery, or urban search and rescue).
- Select people who can commit to attending the entire class: while real-world disasters take precedence, out-of-class appointments and calls/pages from the office distract both the student and the rest of the class and may lead to dismissal of the student.
- Select wisely: with only 10-12 classes per year, the course may not be able to return soon.

You are not alone. In the weeks leading up to the class, the school faculty can help you balance the mix of students and suggest student sources. Often, just talking with the faculty about the way SAR is organized and conducted in the state can help clarify which agencies to contact for students.

Not later than 60 days prior to the class start date, the school needs a firm commitment on quotas and, by 45 days prior, a commitment on students names so the acceptance and read-ahead packages can be delivered in time. One-for-one substitutions can be made up to the day class starts; but, these should be held to a minimum since read ahead materials and reporting instructions might not arrive in time.

If you have questions concerning student selection or have requirements not addressed here please don't hesitate to contact us at (757) 856-2273 or via e-mail at "sarschool@usa.net"

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